Universal Team Strand
Session I:
Buy In

APEX Summer Institute

August 15 & 16, 2012

Universal Strand

Overview of Universal Sessions

1. Readiness, Buy-in: Where are we with implementation? Who are our stakeholders? What do they need to know? How do we assure they have bought in?

2. Roll outs- When, where, how, what, who?

3. Recognition systems for students and staff- tapping into what students value and need

4. Data-based Decision-making

ALL SESSIONS HAVE TEAM TIME

Acknowledgements

Session 1: Objectives

- Identifying the status of your PBIS implementation
- Understanding how to build buy in and consensus:
  - Stakeholders: Faculty, other staff, students and family members
- Developing a plan for buy in

Effective School Communities are Consistent, Predictable and Positive

They achieve this result through a long-term commitment to culture building experiences associated with creating a common vision and consistent language, expectations and experiences for all members of the community.

Adapted from Rob Horner, 2004

Essential Beliefs for PBIS/RtI 3-Tiered Behavioral Support

1. Belief that it is never too late to support behavioral change – even adolescents
2. Belief that academics and behavior are interconnected
3. Belief in an instructional approach to teaching behavior– even in high schools
4. Belief in shared leadership
5. Belief in science to support practices
6. Belief in youth engagement and voice
7. Belief in family engagement and voice
8. Belief in using data for problem solving and decision making

STAGES of IMPLEMENTATION
(Fixsen, Blasé, 2005)

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Exploration/ Adoption	• *Should we do this?*
Installation	• *Put resources and systems in place*
Initial Implementation	• *Initial pilots and assess results*
Full Implementation	• *The practice was successful, adopt system- wide*
Innovation	• *Adopt variations of the practice and assess results*
Sustainability	• *Make this the way of doing business*

ELEMENTS of SUCCESSFUL PREPARATION: SHARED VISION & PURPOSE

- Seems simple - but often OVERLOOKED

- ASSUMPTIONS are deadly

- Are the vision & purpose CO-CREATED?

- Is there CONSENSUS built around vision & purpose?

- Is there a structured process to identify and articulate NEED?

COMMUNICATION

- Is there an INTENTIONAL focus on communicating about the innovation?

- Is the message about the innovation CONSISTENT?

- WHO CONVEYS the message? To WHOM?

- What CONTEXT would amplify the message?

- What TIMING would amplify the message?

Effective Social & Academic School Culture Requires Constant Two-way Communication

Common Language

RtI/ SWPBS

Common Experience

Common Vision/Values
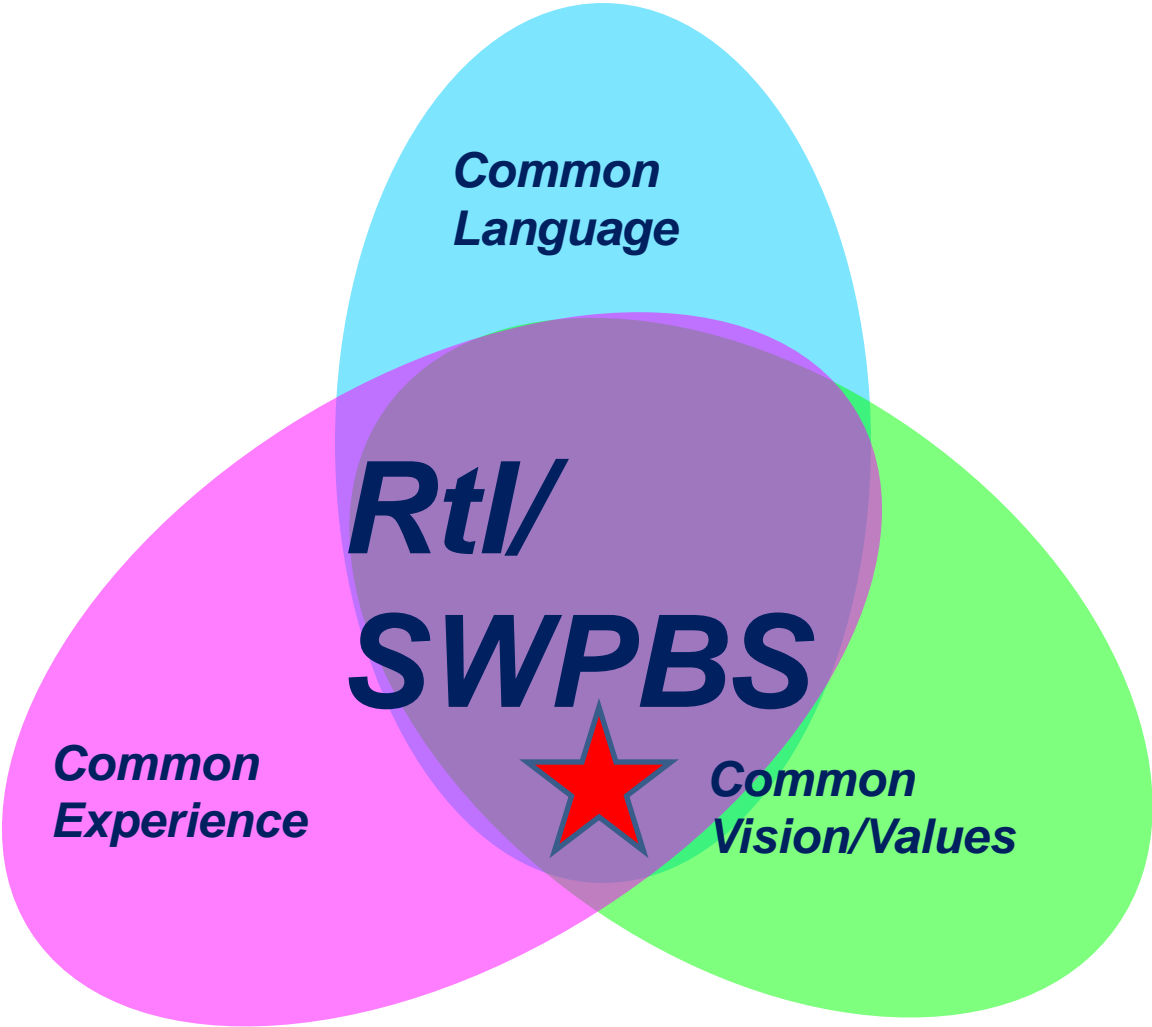
SELECTION PROCESS

- What PROCESS was used to select the innovation?

- WHO PARTICIPATED in that selection process?

- What DATA was used/triangulated to determine a need?

- Who OWNS the need identified in the data?

- How can this need become a SHARED PURPOSE?

READINESS

- How would you DEFINE READINESS for the SW- PBIS within YOUR CONTEXT?
  - ADOPTION PROCESS (Consensus, Shared Purpose, Stakeholder Ownership)
  - IMPLEMENTION PROCESS (Competencies, Leadership, Systems)

- What PROCESSES will you use to develop the foundations for:
  - ADOPTION
  - IMPLEMENTATION

Big Ideas

Know your **INNOVATION** (the "it") well

- Key features or components

- Non-negotiables

- Acceptable and unacceptable variations

Know your **IMPLEMENTATION** strategies (the "how") well

ID CRITICAL FEATURES

- Have you WITNESSED SW-PBIS in PRACTICE?

- Does SW-PBIS have well defined ELEMENTS/COMPONENTS/FEATURES?

- Are these features NEGOTIABLE OR NON-NEGOTIABLE?

- Are you PREPARED TO IMPLEMENT the NON-NEGOTIABLES?

Team Activity: Your current Status of Implementation of SW-PBIS

Use the Team Implementation Checklist and analyze identify your school's status in terms of implementation of each critical feature of SW-PBIS.

- Select a recorder
- Each member rotates and facilitates discussion around one feature
- Come to consensus…. Establish evidence for your rating

- *Exploration – identifying the need for change,* learning about possible interventions that may be solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, deciding to proceed
- *Installation – establishing the resources* needed to use an innovation and resources required to implement the innovation with fidelity and good outcomes for students
- *Initial Implementation – the first use of an* innovation by newly trained teachers and others working in a school and district environment that is just learning how to support the new ways of teaching (sometimes referred to as the "awkward stage")
- *Full Implementation – the skillful use of an* innovation well-integrated into the repertoire of teachers and routinely supported by building and district administrations
- *Innovation – the advances in knowledge* and skill that come from evaluated changes in how teachers and others make use of a science-based intervention
- *Sustainability – persistent and skillful* support for teachers and staff who are using an innovation effectively, with each cohort of teachers achieving better results that the last. This sometimes is referred to as "regeneration" defined as "the set of procedures that allow a system to continually compare valued outcomes against current practice and modify practices to continue to achieve valued outcomes as the context changes over time."

Report Out:

- What did your learn?

- What surprised you?

- What do you need to do as a result of this rating?

EXAMPLE

- Why a school wide roll out may not have resulted in the hoped- for outcomes………

Buy In

- Two-way communication:
  - Dialogue Guides: IDEA Partnership Ideapartnership.org/
  - School-wide Self-assessment survey (EBS)
  - School climate and culture surveys (include students)
  - Parent Information Center: Family surveys

Team Activity: Building Commitment and Support

- What, specifically, are you implementing (School wide PBIS? Classroom? Increasing respectful behavior? Tier 2 Check In Check Out?)
- Who is critical to implementation?
- Who needs to have input and know about this implementation?
- What do they need to know and why?
- How often do they need to be informed and what is the best method?

Your Turn

Small Group Process:

- Identify an issue in your school that has effected or has the potential to effect the implementation of PBIS.

    – Who is involved

    – Who needs to know

    – How is the information provided

    – Where can the challenge be addressed/who can solve this problem

    – How do you decide when you need others to address this challenge

    – How will we know if it has been solved

FINAL THOUGHTS

- SIMPLIFY
- MESSAGE carefully
- Go SLOW to go FAST
- Be:
  - INTENTIONAL
  - THOUGHTFUL
  - COURAGEOUS
- Use PROCESS to move you to ACTION
- ACTION should be PLANNED IMPLEMENTATION
- Stay FOCUSED on outcome
- OUTCOME about KIDS not ADULTS

Plan- Prioritize